

ACHIEVEMENT TRENDS IN CALIFORNIA

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*Presentation at National Education Goals Panel
May 22, 2000
Alhambra, California*

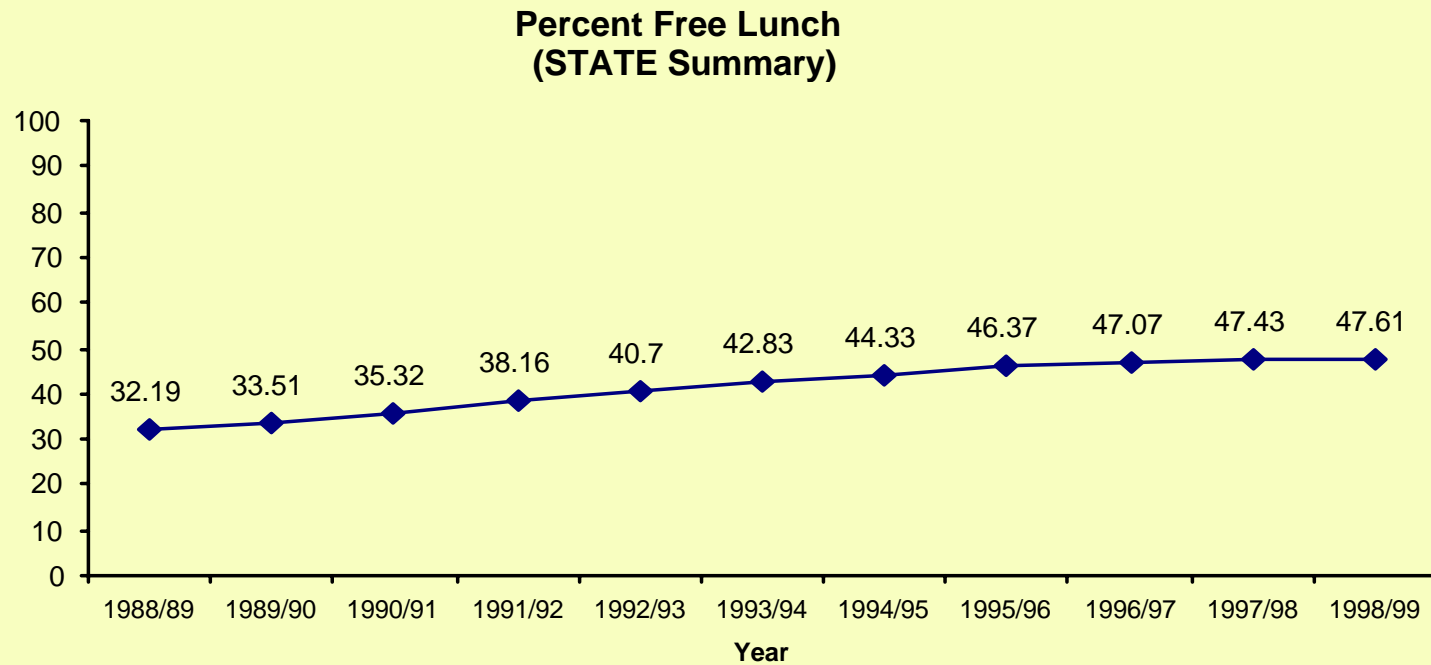
California Context

- ➡ Shifting signals
- ➡ Shifting standards
- ➡ Current state assessment predates standards
- ➡ An evolving high stakes, standards-based assessment system

California Performance Context

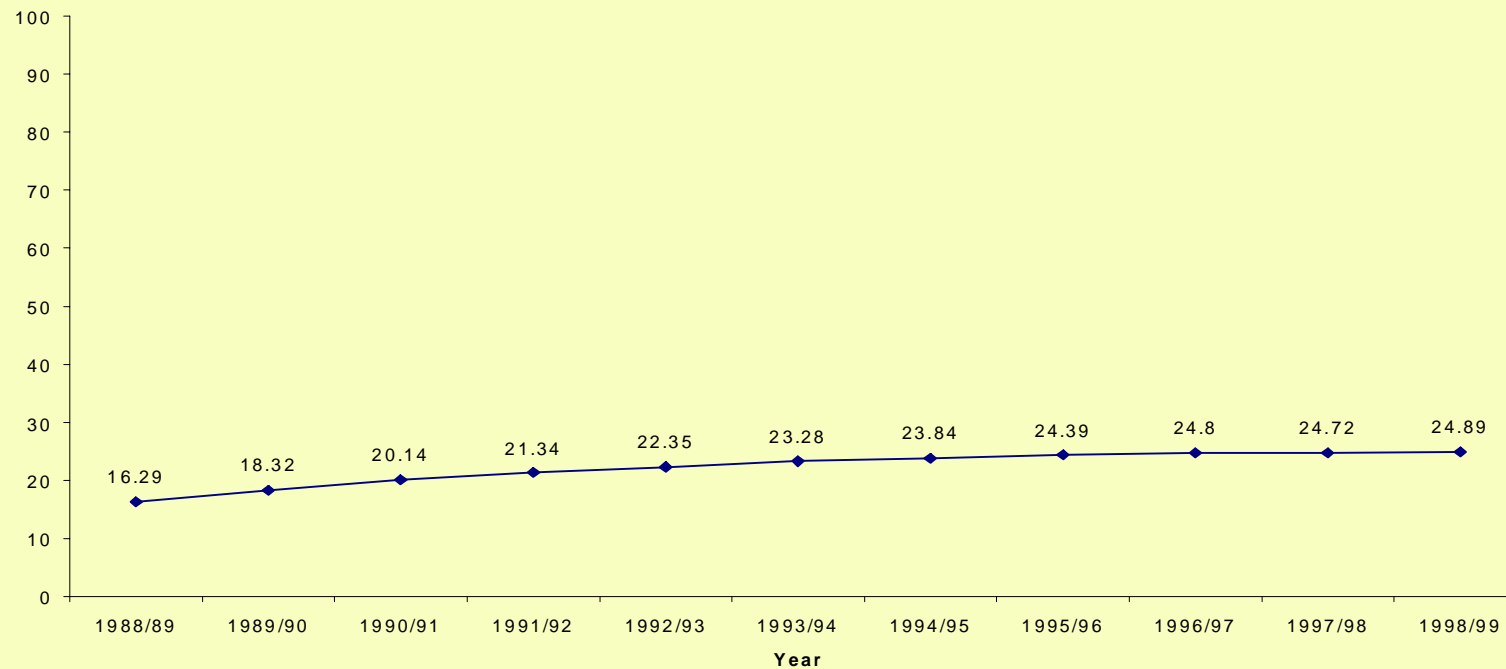
- ➔ Demographics
- ➔ *All* students tested on SAT-9
- ➔ NRT interpretation issues
- ➔ Economically poor and language minority students are not performing well

% Students Free/Reduced Lunch



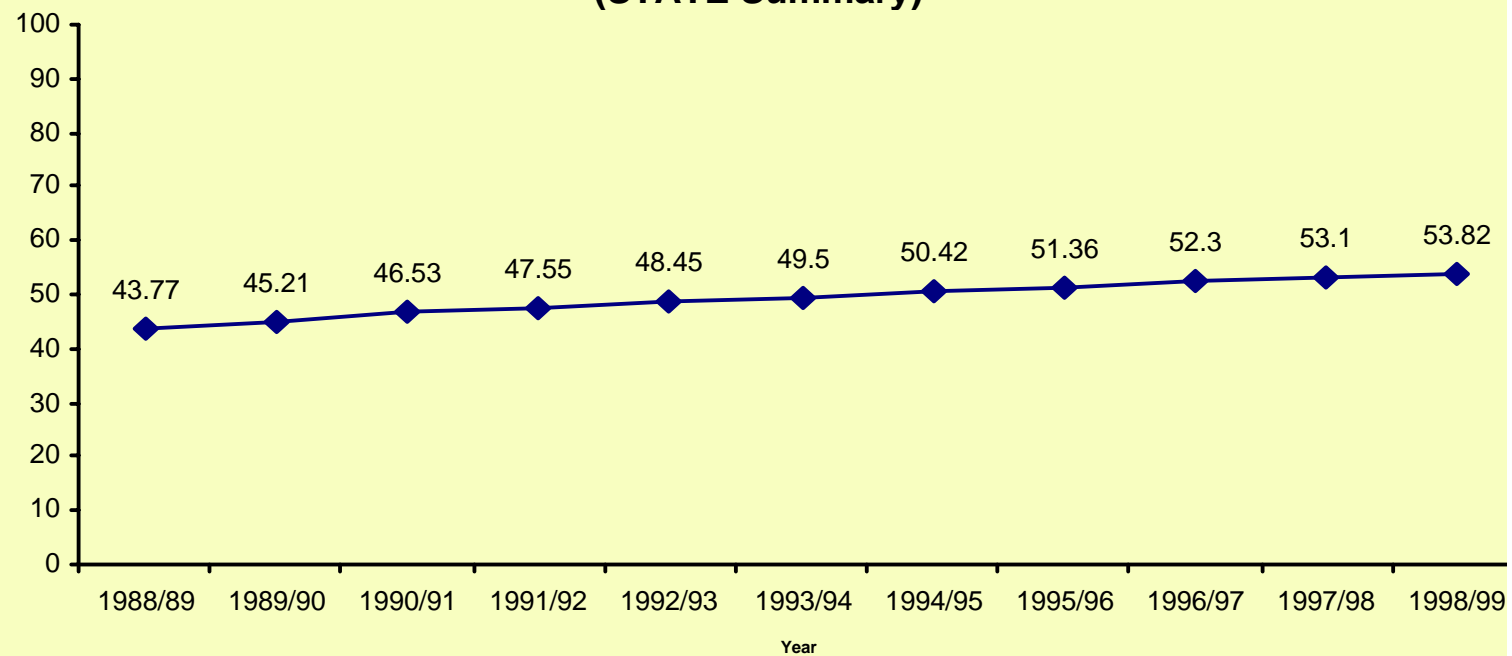
% Limited English Proficient

Percent Limited English Proficient
(STATE Summary)

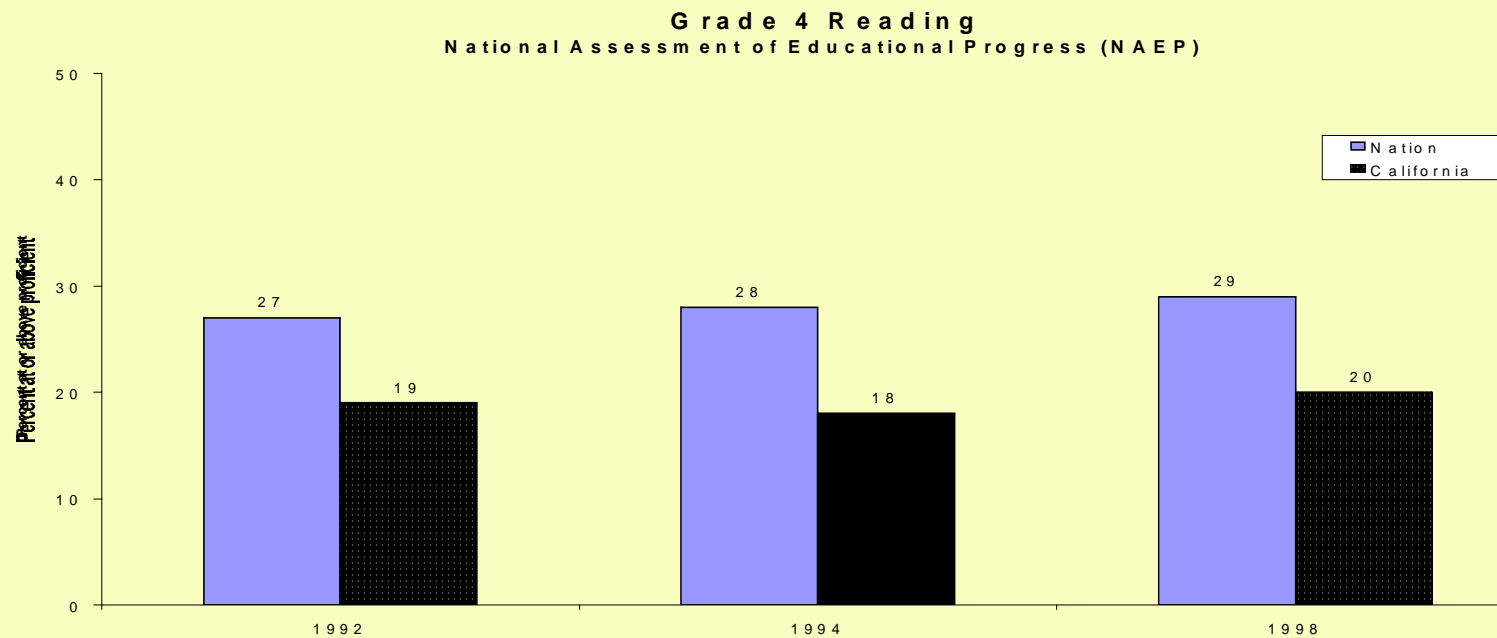


% Minority

Percent Minority
American Indian, Black, Filipino, Hispanic, Pacific Islander
(STATE Summary)

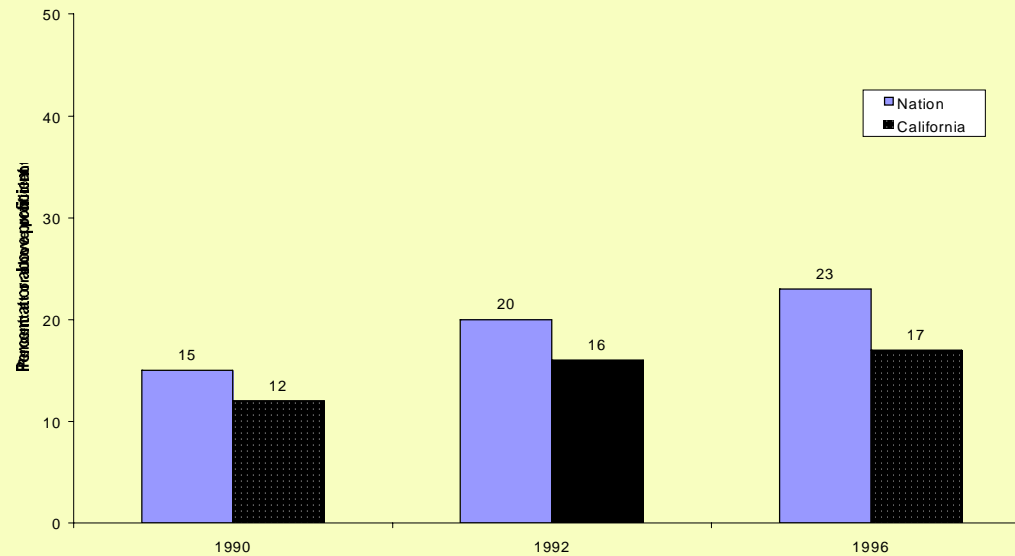


NAEP Results Reading 4th grade

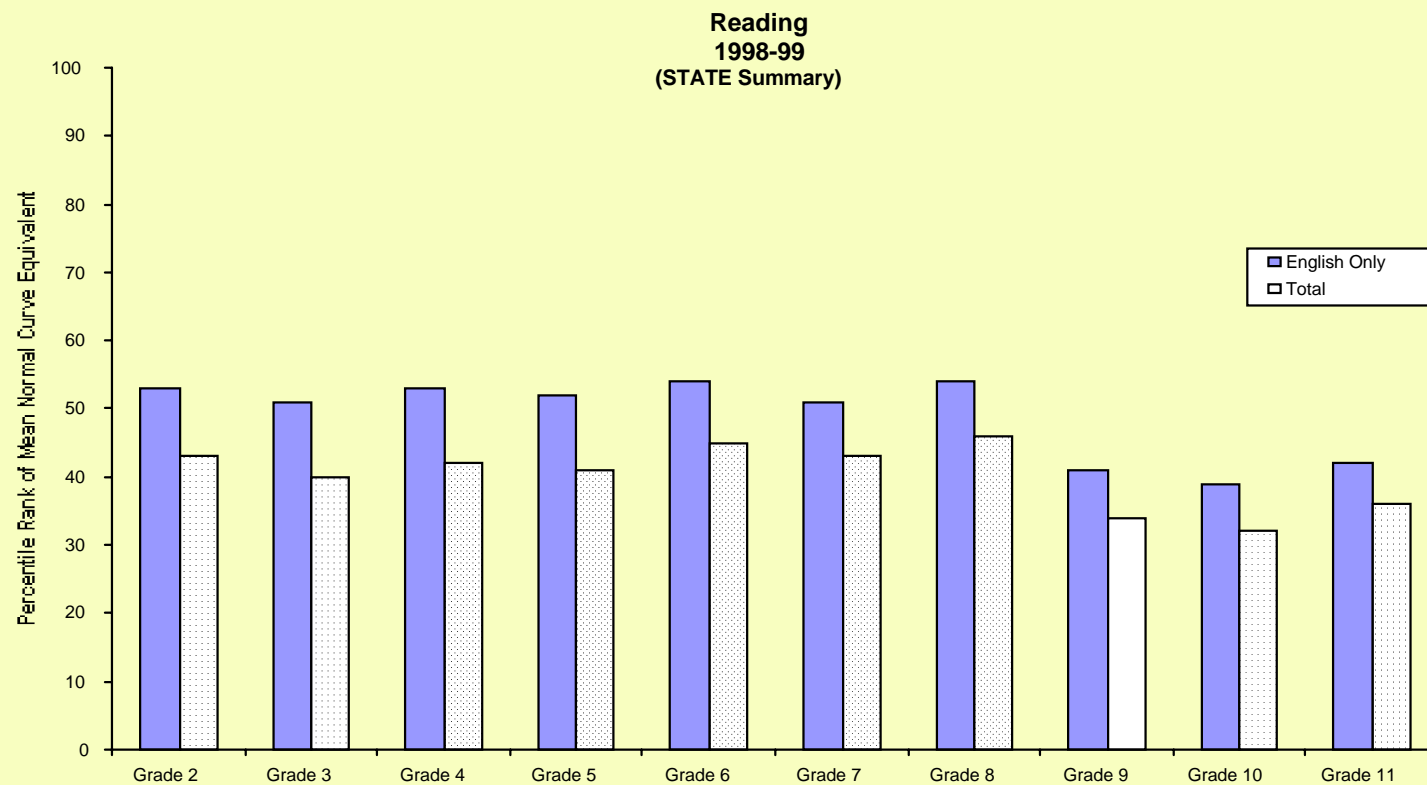


NAEP Results Math 8th Grade

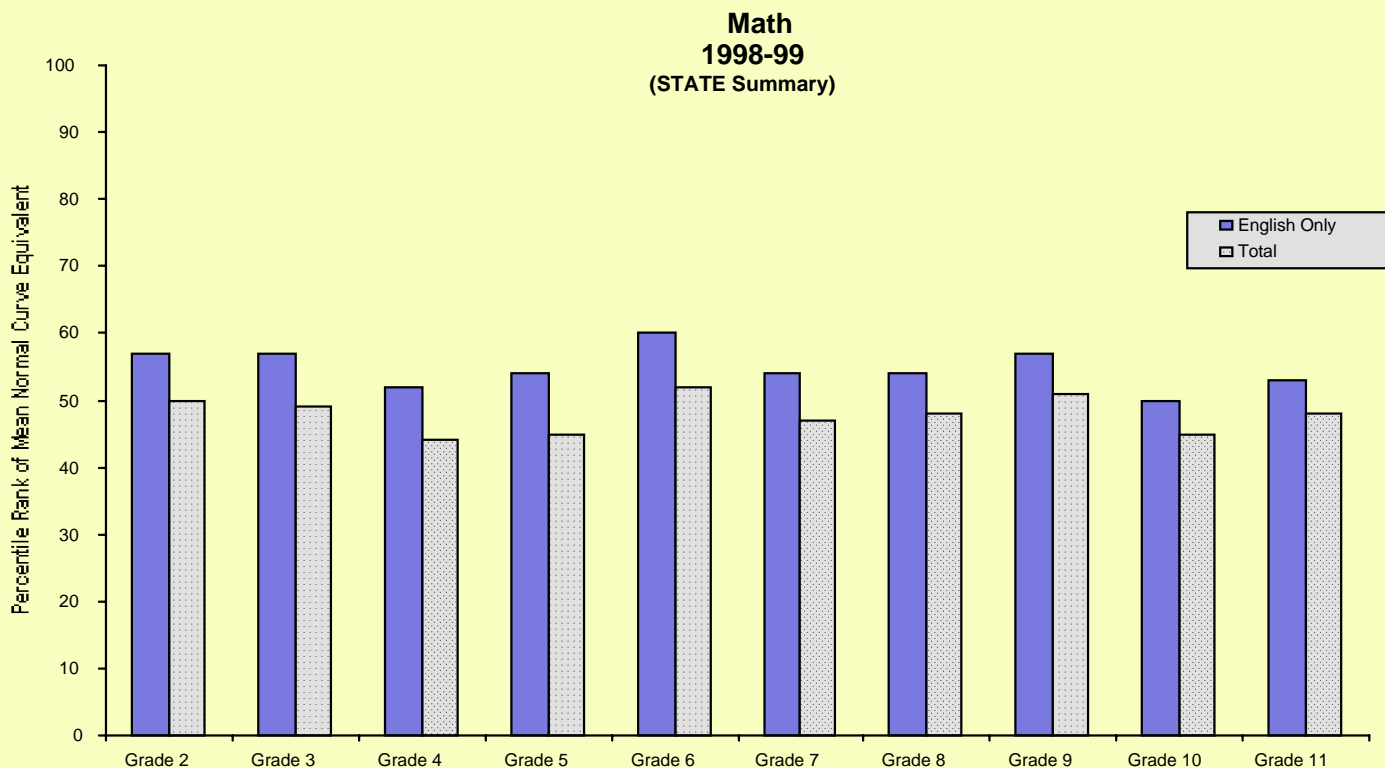
Grade 8 Math
National Assessment of Educational Progress (NAEP)



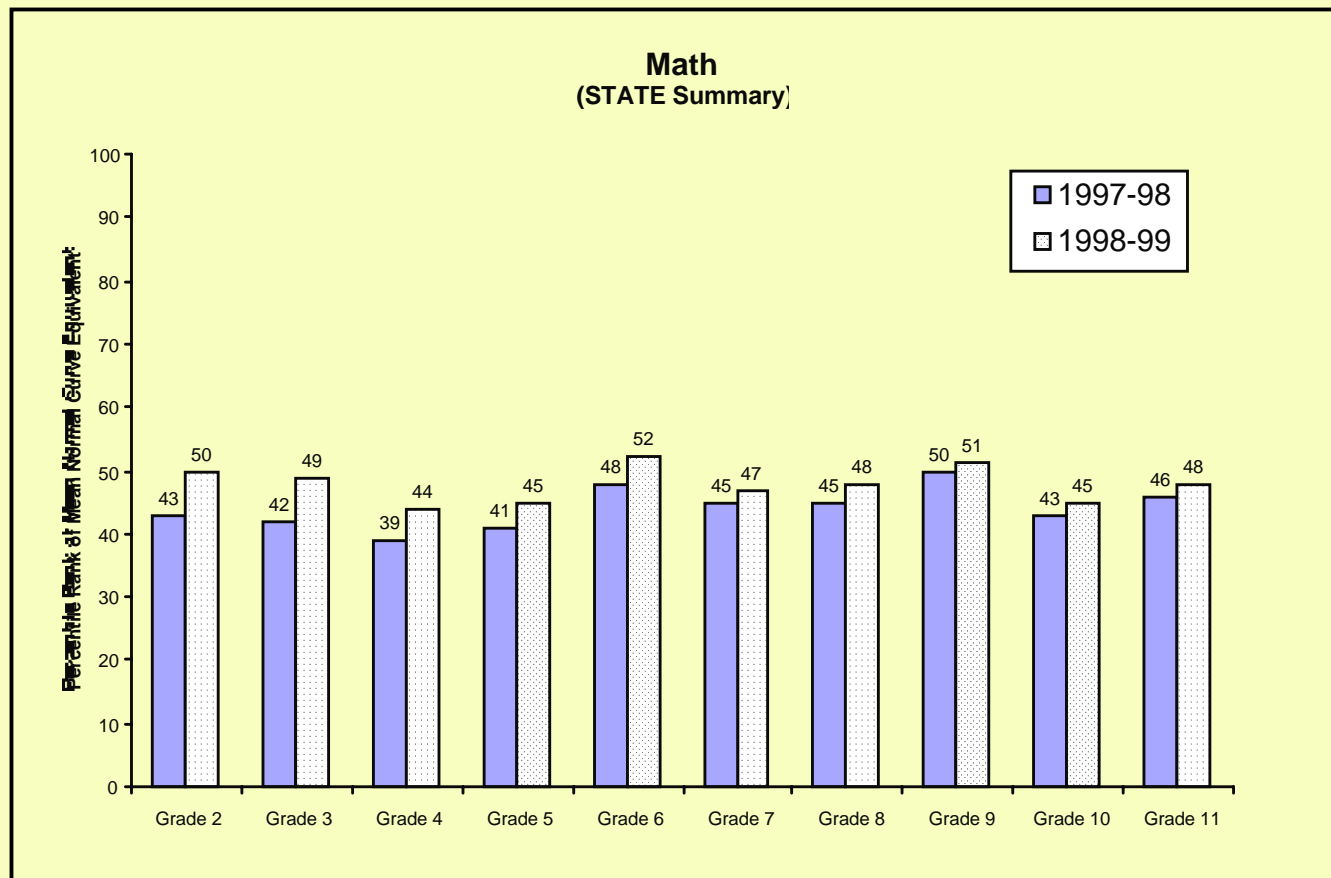
1998/99 SAT-9 Results Reading



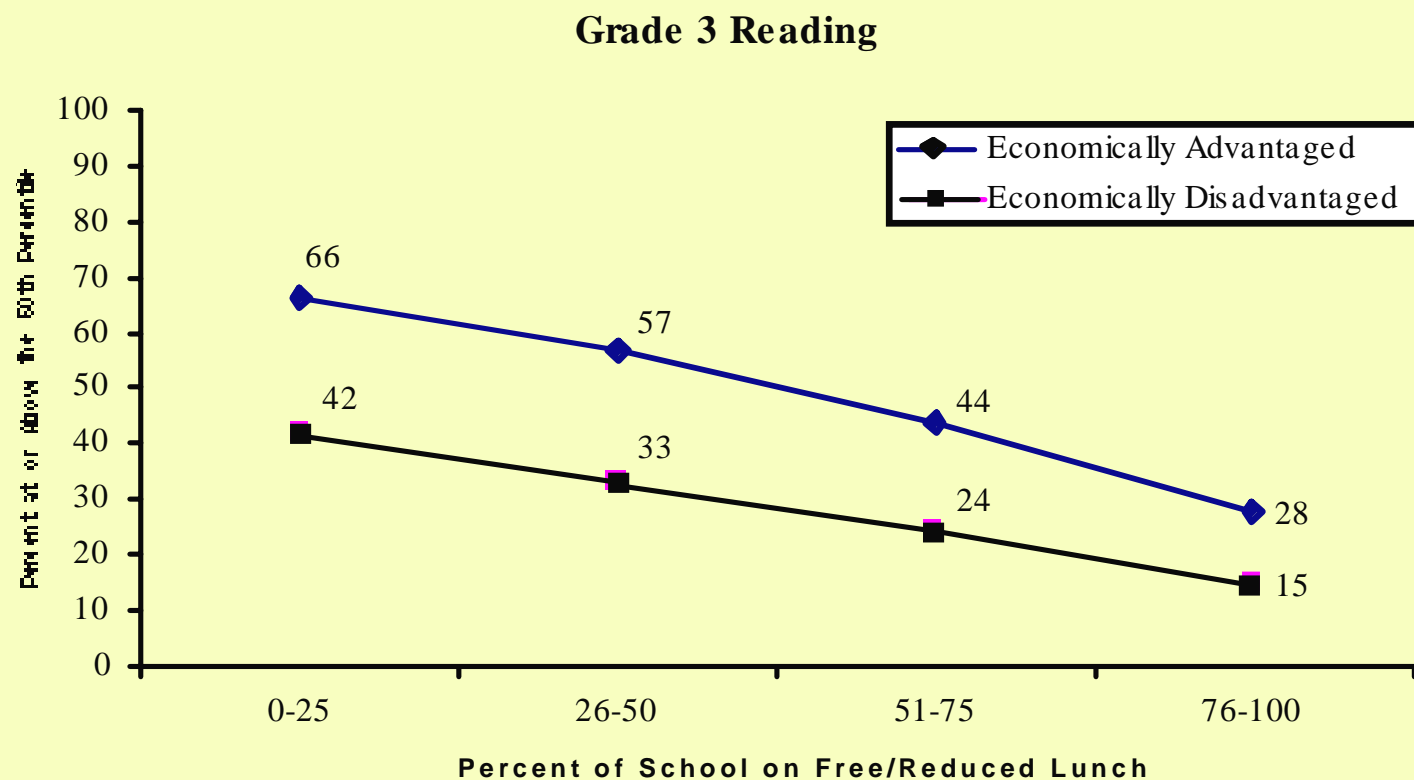
1998/99 SAT-9 Results Math



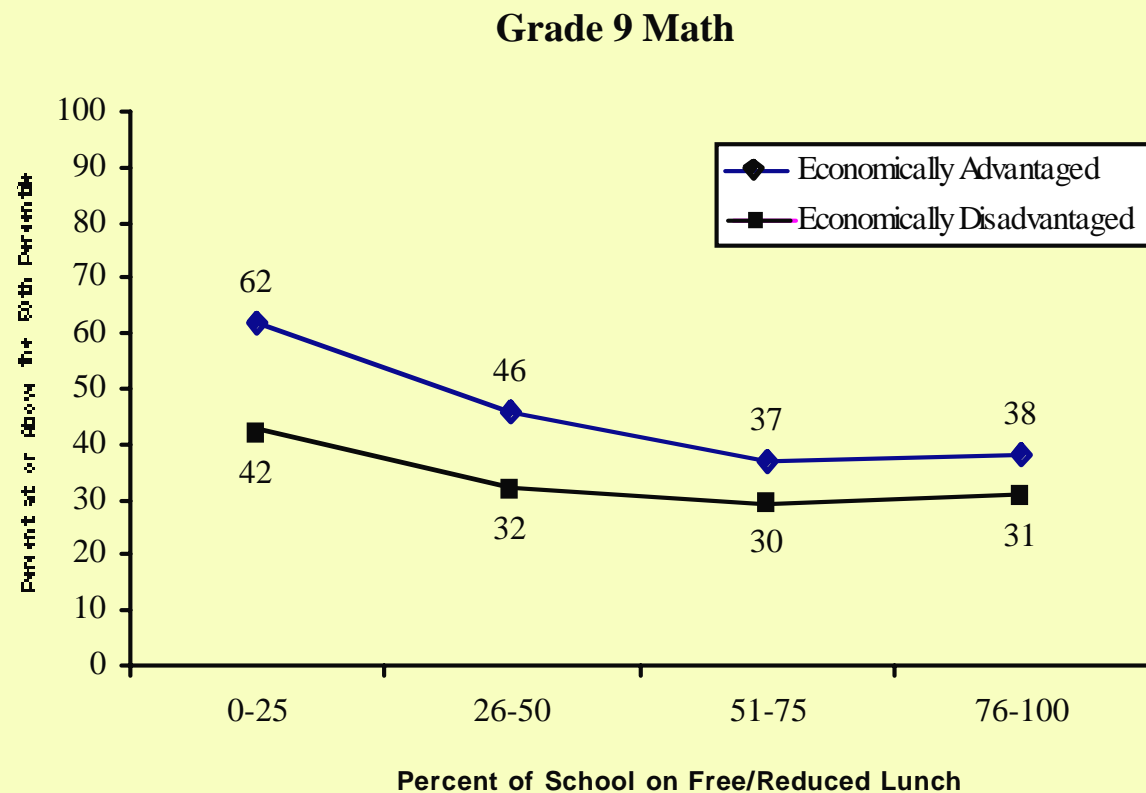
Two Year SAT Results: Math



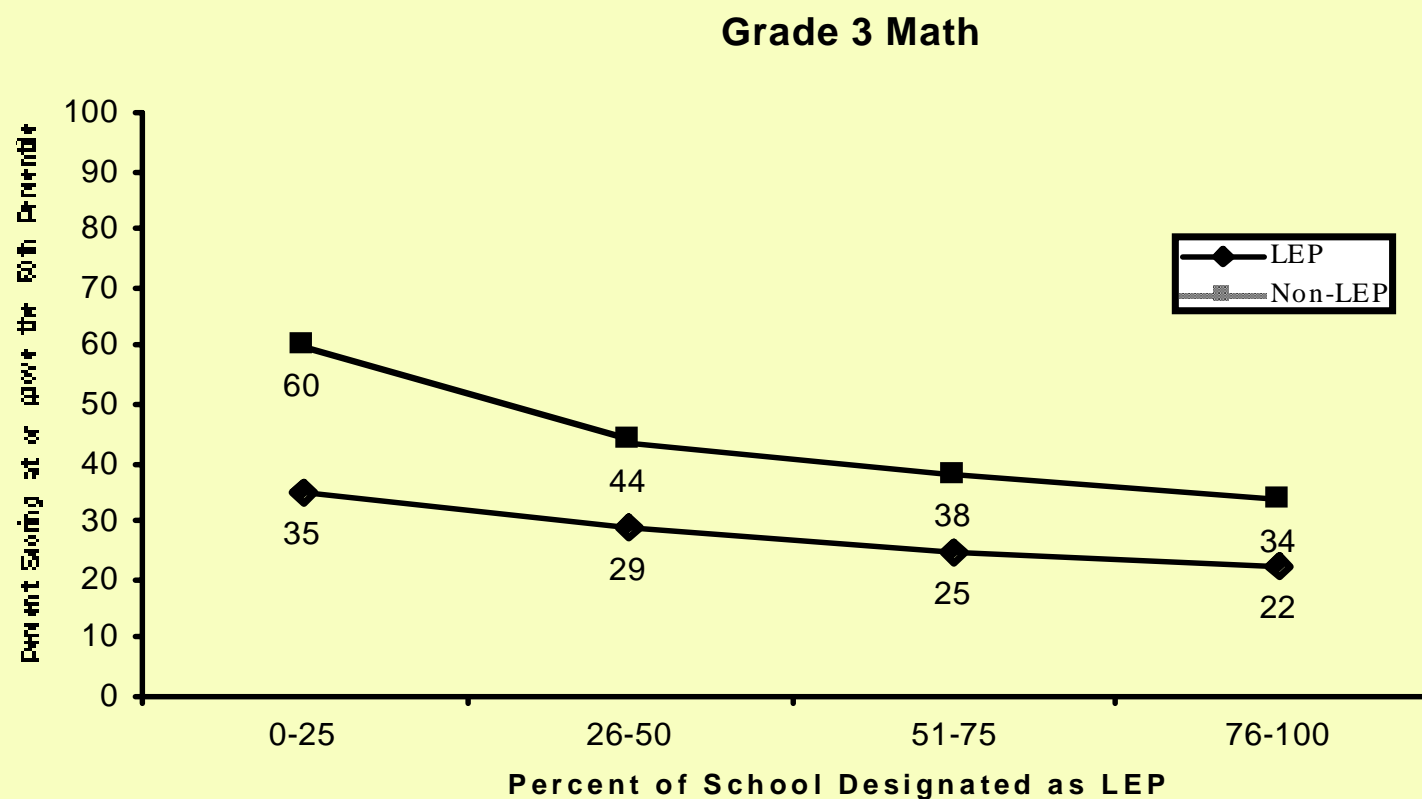
Poverty and Performance: Grade 3 Reading



Poverty and Performance: Grade 9 Math

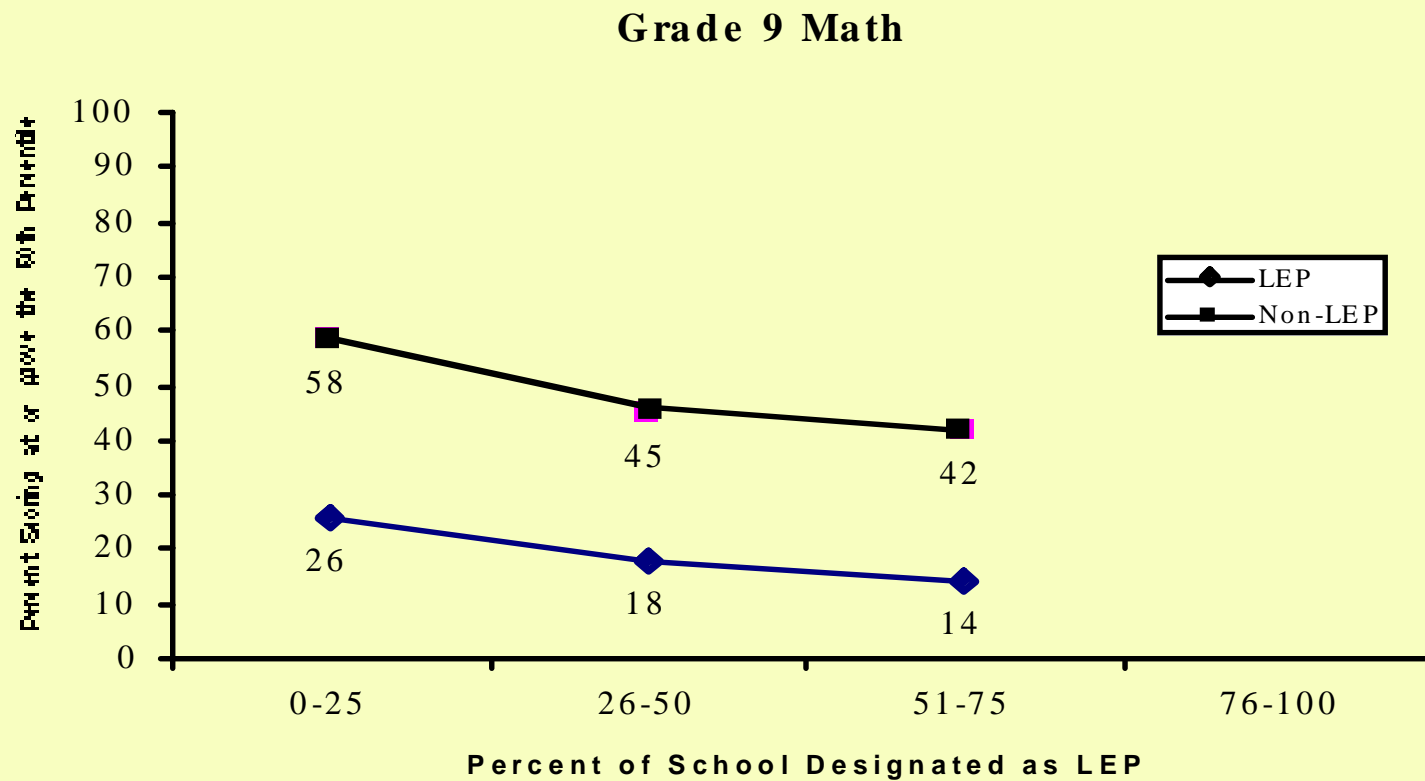


Language Status and Performance: Grade 3 Math

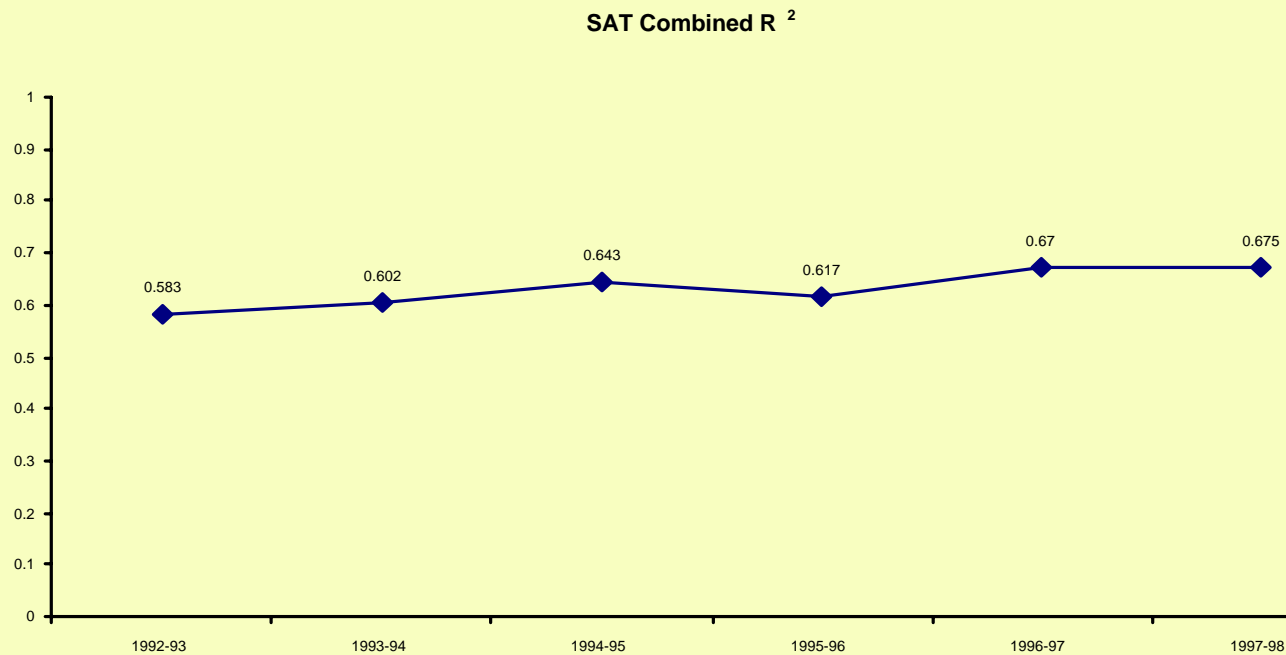


Language Status and Performance

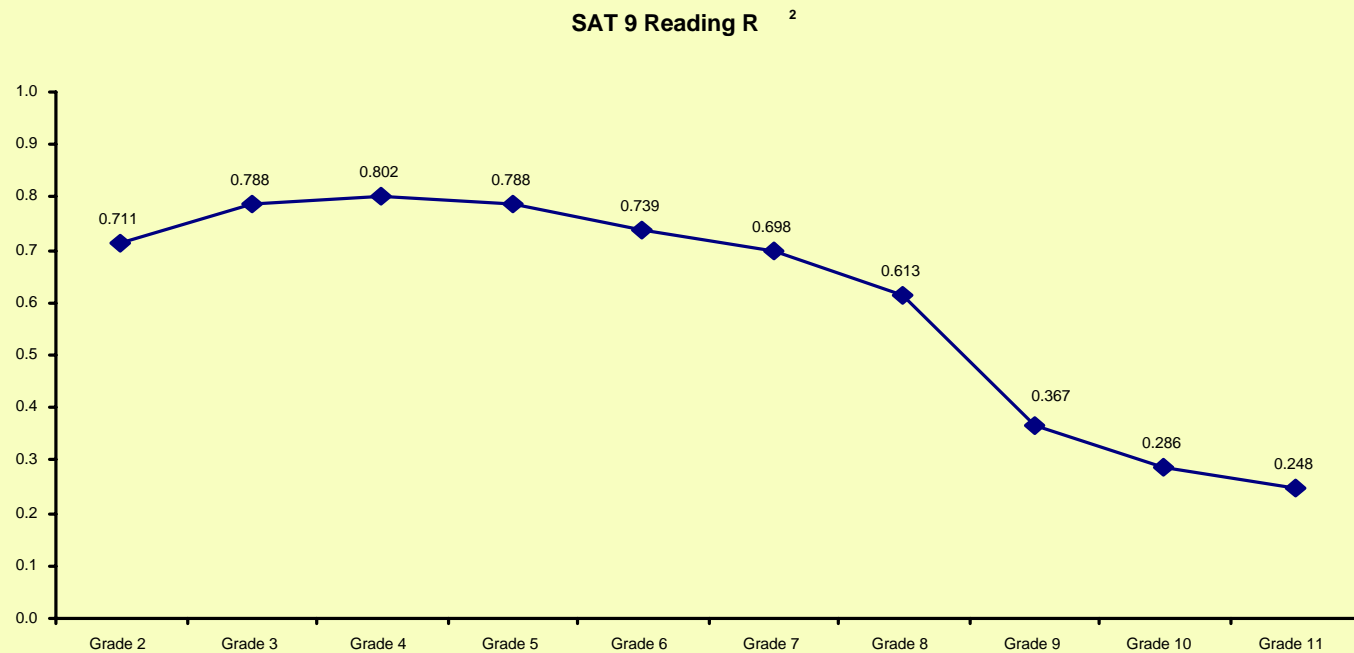
Grade 9 Math



Relationship Between SES and SAT Scores



Relationship Between SES and SAT-9 Reading



Conclusions

- ➔ Performance gap is not closing -- results of new accountability index yet to be seen
- ➔ Rapid progress expected of low performing students may be unrealistic
- ➔ Raising test scores may not increase learning -- potential negative side effects
- ➔ Validity and fairness of measures essential
- ➔ Achieving high standards will take more than assessment